

AT Considered:

☐ Needed

☐ Not Needed

Date Initiated:

AT Considerations in the IEP

This document can be used before, during or after the IEP to assist teams in writing the Present Levels of Academic Achievement and Functional Performance (PLAAFP); to guide discussion about Accommodations and Modifications, Support for Personnel, imbedded in Goals, Supplemental Aids and Services. Some teams may attach this form to the IEP to document AT Consideration and Next Steps.

The following suggested statements may help you write a complete PLAAFP for the student. If the following statements describe the student, include the statements and describe how the student approaches these tasks and success of previous modifications in the PLAAFP. The IEP team needs to consider potential solutions for the student. Document IEP decisions and training through the IEP.

(Check all that apply)	TASK	Describe AT documented in the IEP	More AT info needed *
	Make a check in the box before appropriate relevant statements.		
	1. Writing is slow, laborious or illegible and inadequate in one or more curricular areas (specify): Which IEP goal does this impact?		
	2. Reading is a challenge in one or more curricular areas. Which IEP goal does this impact?		
	3. There is a discrepancy between decoding and reading comprehension Which IEP goal does this impact?		
	4. Struggles with concepts of time, money and measurement Which IEP goal does this impact?		
	5. Struggles with math concepts (ex. addition, multiplication, subtraction, division, fractions, decimals) Which IEP goal does this impact?		
	6. Struggles with word problems Which IEP goal does this impact?		
	7. Cannot communicate basic needs Which IEP goal does this impact?		
	8. Unfamiliar communication partners cannot understand out-of-context speech Which IEP goal does this impact?		
	9. Cannot use a traditional mouse and keyboard Which IEP goal does this impact?		
	10. Cannot effectively use traditional school tools (pencils, scissors, books, ruler, etc.) Which IEP goal does this impact?		

A collaborative effort between ADE, SWHD, AZ School Districts and AT Specialists

April, 2006

(Check all that apply)	TASK Make a check in the box before appropriate relevant statements.	Describe AT documented in the IEP	More AT info needed *
	11. Cannot organize ideas or environment Which IEP goal does this impact?		
	12. Struggles with listening and/or auditory comprehension (ex. listening to stories/lecture, following directions, participating in class discussions) Which IEP goal does this impact?		
	13. Navigation through school environments is difficult without specialized equipment Which IEP goal does this impact?		
	14. Experiences challenges seeing and/or hearing Which IEP goal does this impact?		
	15. Cannot sit in classroom environments without specialized seating or positioning Which IEP goal does this impact?		
	16. Cannot accomplish self-care tasks independently Which IEP goal does this impact?		
	17. Cannot participate in recreation/leisure activities independently Which IEP goal does this impact?		

*** Assistive Technology Action Plan** (Choose two priorities from tasks identified above.)

Task #	Possible Solutions (features, not product)	Who	By When